

Spice it Up a Notch with Nutmeg: Book Trailers

Standards Addressed:

National Educational Technology Standards

- **2b.** Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Connecticut Language Arts Standards

Standards 1and 3: Reading and Responding and Communicating with Others

- **1.1** Students use appropriate strategies before during and after reading to construct meaning
- **3.1** Students use descriptive, narrative, expository, persuasive and poetic modes.
- **3.2** Students prepare, publish and/or present work appropriate to audience, purpose and task.

IRANCTE Standards for English Language

- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

21st Century Skills:

Learning and Innovation Skills Creativity and Innovation

- Demonstrating originality and inventiveness in work

Communication and Collaboration

- Demonstrating ability to work effectively with diverse teams

Media Literacy

- Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions

Effective Teaching Strategies Used

Nonlinguistic Representations
Cooperative Learning
Questioning
Providing Feedback

Materials

- Movie trailers at kids.yahoo.com/movies
- Movie/Book Trailer Analysis Worksheet.
- Book trailers at getreal.wikispaces.com/technologytools
- Book Trailer Planning Template
- Storyboard videos at getreal.wikispaces.com/technologytools
- Book Trailer Rubric
- Book Trailer Storyboard Template

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Creating a Book Trailer

Overview:

- The purpose of this lesson is to make reading fun and exciting for students, provide an alternative form of assessment to the dreaded book report, and get students involved in the community of content creators by making book trailers to post on the Internet. Students will create a book trailer using a technology tool such as Movie Maker, Photo Story 3, iMovie or Voice Thread.

Students will:

- analyze and synthesize what they have read in order to persuade an audience, and produce and publish a multi-media book trailer to promote a Nutmeg Book Award nominee.

Essential Questions:

- Why do people read books?
- What influences what we choose to read?
- How do advertisers effect consumers' choices?

Guiding Questions:

- What are the qualities that make a movie trailer an effective advertisement ?
- How can we use what makes advertisements effective (visual, audio: verbal and music, transition) to promote our book through a book trailer?
- What about the book (plot, character, problem or situation) is most important to convey to potential readers?

★ Set the Purpose for Learning

Set the stage by discussing the following questions:

- *"Do you think other kids should read your book? Why?"*
- *After reading the book, you now know how much you liked it, but would you have chosen to read it if it weren't a Nutmeg book? Why or why not? What does that tell us about how people select what they read?*
- *Do you think enough people will just pick up your book and read it? Well, if you want lots of people to read it, you need to promote it!*
- *We have all seen movie trailers, right? So, let's make our own book trailers?"*

★ What? Learning Activities

1. Pose the question: *"Think about a movie trailer that you remember. What grabbed your attention? Let's start a list."* (Chart and categorize student responses)
2. State the reason for watching the movie trailer videos: *"Now, let's look at some current movie trailers and analyze and discuss what they chose to include in the trailers. While we are watching, think about how the elements of sound, motion, words, visuals and pacing are used."*
3. Watch some movie trailer videos. Debrief with class the following questions: *"How do you feel after watching this movie trailer? Did it make you want to see the movie? So, can we say that it was effective at persuading us to see the movie? How did they do that? What did you notice? What did they chose to include in the trailer? What did it tell about the story? What didn't they tell you? Why do you think that they didn't tell everything? Is that important? Why?"*
4. In small groups discuss and complete the **Movie Trailer Analysis Worksheet**.

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Teacher Note

Here are some of many technology tools that can be used to create the book trailers. You can provide options or have the whole class apply a single tool.

- Movie Maker
- Photo Story 3
- iMovie
- Voice Thread
- Bubble Share
- PowerPoint
- Mapwings
- Avatars

For more information about these tools go to www.sblceastconn.org/technologytools.htm

Teacher Note

Because students may be using different technology tools and have different processing styles, you can offer them a number of different graphic organizers to choose from when creating their storyboards, such as the templates provided with this lesson, post it notes, or index cards.

5. Pose the question: *"If we are going to create a book trailer, what should we apply from what we just learned about an effective movie trailer?"*
6. Present group task: *"Now, in your small groups, let's look at a few book trailers and see what we can learn from them. Decide whether they grabbed your interest. Did they include all of the same components as the movie trailers? If not, were they still effective? Why? So, what would you say is the most important thing to have in the book trailer in order to grab your audience?"*
7. Introduce technology, criteria (**Book Trailer Rubric**) for the completed trailer, and **Book Trailer Planning Template**.
8. Students form small groups by Nutmeg nominee. Provide time for groups to work on their planning template.
9. Introduce the concept and rationale for creating a storyboard for their book trailer. Watch some storyboard videos on www.sblceastconn.org/booktrailers.htm.
10. Small groups complete **Book Trailer Storyboard Template** and share with whole class for feedback. Groups make revisions based on peer feedback.
11. Small groups create first draft of book trailers. Groups share with another group or whole class for feedback. Make revisions.
12. Book Trailers are completed.

★ So What? Reflect and Connect

Guide a discussion with the following questions:

- *What did we learn about how advertisements influence us and effect our choices?*
- *What did we learn from creating our own book trailers? What are you wondering now?*
- *Why do you think advertisers use graphics and audio in their advertisements?*

★ Now What? Next Steps

Say, *"Let's influence readers with our book trailers."*

Have students embed book trailers in the Nutmeg project wiki. For directions on how to embed the book trailers go to www.sblceastconn.org/technologytools.htm



Assessing Understanding

Use the **Book Trailer Rubric** to assess project.

Planning: Storyboard

Content: Organization, Hook, True to Book, Persuasive

Production Quality: Graphics, Audio, Pacing

Communication and Collaboration: Respectful and Courteous Communication, Build on Contributions of Others, Working with Others, Contributes to Group's Effectiveness

Consider having students self-assess their work as well as having teacher and peer assessments.